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ABSTRACT

This study examines the characteristics of a national sample of 2,684 public kindergarten classrooms by concentration of racial-ethnic minority enrollment. Data are from the Early Childhood Longitudinal Study of the National Center for Education Statistics. Most minority students are enrolled in regular kindergarten classes. Less than 10% of the kindergarten classrooms are multigraded, ungraded, transitional, or 2-year. The mean class size of public school kindergartens does not differ by the proportion of ethnic-minority enrollment, but classrooms with more than 75% racial-ethnic minority students are more likely to have enrollments of more than 25 students than classrooms with less than 10%, 10 to 24%, and 25 to 49% minority enrollments. In general, teachers' assessments of students' reading skills and social behaviors are associated with the proportion of racial-ethnic minority children enrolled in the classroom, but the proportion of time spent on different types of instructional groupings does not vary by the racial-ethnic concentration of the classrooms. Findings also show that most kindergarten teachers are White, non-Hispanic, and that classrooms with a higher proportion of minority children are more likely to have a teacher from a racial-ethnic minority group than classrooms with lower proportions of minority children. (Contains 14 tables.) (SLD)

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# Racial-ethnic Minority Children in Kindergarten Classrooms

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## Racial-ethnic minority children in kindergarten classrooms.

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Paper Presented at the American Education Research Association's Annual Conference, New Orleans, April 2000

This study examines the characteristics of a national sample of 2,684 public kindergarten classrooms by concentration of racial-ethnic minority enrollment. The weighted distribution of public kindergarten classrooms by concentration of racial-ethnic minority children is shown in table 1.

**Table 1.– Percent distribution of public kindergarten classrooms by levels of minority enrollment**

| Student characteristics | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|
| | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| Public kindergarten classrooms | 27 | 18 | 17 | 13 | 25 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

*In what types of kindergarten programs are ethnic minority children enrolled?*

**Table 2–Percent of kindergarten teachers teaching different types of public school kindergarten programs by classrooms by percent minority enrollment.**

| Classroom characteristics | Total % | Percent of minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| **Type of program** | | | | | | |
| Regular kindergarten class | 90 | 90 | 88 | 90 | 91 | 91 |
| First year of 2-yr kindergarten program | 0 | 0 | 0 | 0 | 0 | 0 |
| Second year of 2-yr kindergarten program | 0 | 0 | 0 | 0 | 0 | 0 |
| Transitional kindergarten | 1 | 1 | 2 | 1 | 1 | 0 |
| Transitional/Pre-1st grade | 1 | 1 | 1 | 1 | 1 | 0 |
| Ungraded class | 1 | 0 | 1 | 2 | 2 | 0 |
| Multigraded class | 8 | 8 | 7 | 7 | 6 | 9 |
| **Length of class** | | | | | | |
| All day | 52 | 42 | 46 | 57 | 55 | 64 |
| Part day (AM or PM) | 48 | 58 | 54 | 43 | 45 | 36 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- Notwithstanding the proportion of the racial-ethnic minority classroom enrollment, the majority of kindergarten classrooms in public schools are regular kindergarten programs

- Less than ten percent of the kindergarten classrooms are multigraded, ungraded, transitionals or 2-year kindergartens.

- Kindergarten classrooms with the highest concentrations of ethnic-minority children are more likely to be all-day classes compared to classrooms with enrollments of less than a quarter of the class members belonging to ethnic-minority groups (47 percent and 46 percent vs. 64 percent, respectively).

*What are the characteristics of the public school kindergarten classrooms with high percentages of racial-ethnic minority children?*

**Table 3.– Mean class size and percent distribution of public school kindergarten classrooms size by percent of minority enrollmen[t].**

| Classroom characteristics | Total | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| **Mean class size** | 20 | 19 | 20 | 20 | 20 | 20 |
| **Class size (%)** | | | | | | |
| Less than 10 children | 4 | 3 | 3 | 2 | 4 | 6 |
| 10 – 15 children | 12 | 18 | 12 | 11 | 9 | 7 |
| 16 – 20 children | 43 | 37 | 46 | 47 | 45 | 45 |
| 21 – 25 children | 33 | 36 | 33 | 36 | 29 | 28 |
| More than 25 children | 8 | 6 | 6 | 4 | 13 | 14 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- The mean class size of public school kindergarten classrooms does not differ by the proportion of ethnic-minority enrollments (table 3).

- While the mean class size does not vary by the proportion of minority children enrolled in the classroom, classrooms with more than 75 percent racial-ethnic minority children are more likely to have enrollments of more than 25 children than classrooms with less than 10 percent, 10-24 percent and 25-49 percent minority enrollments (14 percent vs. 6 percent, 6 percent, 4 percent, respectively).

**Table 4.– Mean number of children by age in public school kindergarten classrooms by percent minority enrollment.**

| Classroom characteristics | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| Less than 5 year olds | 1 | * | 1 | 1 | 1 | 1 |
| 5 year olds | 16 | 15 | 15 | 15 | 16 | 16 |
| 6 year olds | 3 | 4 | 3 | 3 | 3 | 3 |
| 7 years and older | * | * | * | * | * | 1 |

* less than 1.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- The majority of kindergarten classrooms enroll children who are five in the fall of kindergarten (table 4). However, as the proportion of minority children in the classroom increases so does the number of children under the age of five (0.2 vs. 1, respectively). Similarly, as the proportion of minority children decreases, the number of children over the age of seven enrolled in classrooms decreases (0.2 vs. 0.5, respectively).

**Table 5.–Mean number of repeaters in public school kindergarten by percent minority enrollment.**

| Classroom characteristics | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| Number of repeaters | 1 | 1 | 1 | 1 | 1 | * |

* less than 1.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- The mean number of repeaters in kindergarten classrooms does not vary by the concentration of minority children in the classroom (table 5).

*Do public school kindergarten teachers' assessments of children's reading skills and social behaviors vary by the concentration of minority children in the classroom?*

**Table 6.–Mean number of children in public school kindergarten classrooms demonstrating reading skills at the start of school year, by percent of minority enrollment.**

| Student characteristics | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| Recognize letters (mean) | 9 | 10 | 11 | 10 | 8 | 7 |
| Read words (mean) | 2 | 2 | 3 | 2 | 2 | 1 |
| Read complete sentences (mean) | 1 | 1 | 1 | 1 | 1 | 1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- In general, the teachers' assessment of children's reading skills and social behaviors is associated with the proportion of racial-ethnic minority children enrolled in the classroom (table 6). Children in classrooms with less than 24 percent minority children are more likely to enter kindergarten with more literacy skills than children in classrooms with more than 50 percent minority. More children in classrooms with less than 10 percent minority children and classrooms with 10 to 24 percent minority children recognize letters than children in classrooms with 50 percent to 74 percent and more than 75 percent minority children (10 and 11 children vs. 8 and 7 children, respectively). In addition, more children in classrooms with less than 10 percent minority and 10 to 24 percent minority can read words than children in classrooms with more than 75 percent minority (2 and 3 children vs. 1 child can read words).

**Table 7.–Percent of different levels of behavior in public school kindergarten classrooms by minority enrollment.**

| Student characteristics | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| **Type of behavior** | | | | | | |
| Group misbehaves very frequently | 1 | 1 | 0 | 1 | 1 | 2 |
| Group misbehaves frequently | 11 | 10 | 10 | 10 | 19 | 10 |
| Group misbehaves occasionally | 44 | 39 | 42 | 49 | 45 | 48 |
| Group behaves well | 36 | 43 | 39 | 35 | 28 | 33 |
| Group behaves exceptionally well | 7 | 7 | 9 | 6 | 8 | 7 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- In general, public school kindergarten classrooms are reported to behave well and exceptionally well (table 7). Classrooms with less than 10 percent racial-ethnic minority enrollments are more likely to be rated as well behaved as a group compared

with classrooms with 50-74 percent and more than 75 percent minority enrollments (43 percent vs. 28 percent and 33 percent, respectively).

**Table 8.– Percent of public school kindergarten classrooms with at least one child who speaks a non-English language and percent distribution of classrooms by number of languages spoken by at least one child by percent of minority enrollment.**

| Classroom characteristics | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| **Percentage of classes with at least one child who speaks a non-English language** | 50 | 18 | 52 | 59 | 71 | 68 |
| **Languages spoken by children-** | | | | | | |
| Children in class speak no non-English language | 12 | 43 | 15 | 11 | 6 | 6 |
| Children in class speak 1 non-English language | 72 | 54 | 73 | 72 | 71 | 77 |
| Children in class speak 2 non-English languages | 13 | 4 | 10 | 14 | 18 | 13 |
| Children in class speak 3 to 6 non-English languages | 3 | 0 | 2 | 4 | 5 | 5 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- More than half of the classrooms with over ten percent racial -ethnic minority children were reported to have at least one child who spoke a language other than English (table 8).

- The proportion of classrooms reporting having at least one child speaking a non-English language increases as the proportion of racial-ethnic minority children enrolled increases (18 percent vs. 52 percent, 59 percent, 71 percent, and 68 percent, respectively; and 52 percent vs. 71percent, and 52 percent vs. 68 percent).

- Classrooms with less than 10 percent racial-ethnic minority children were most likely to have children who only spoke English compared with classrooms with higher enrollments of race-ethnic minority children (43 percent vs. 15 percent, 11 percent, 6 percent, and 6 percent, respectively).

- A majority of classrooms regardless of the percent of racial-ethnic minority children enrolled had children who spoke at least one non-English language. Classes with less than ten percent racial-ethnic minority enrollment also had a fewer number children speaking one, two or three non-English languages compared to the other classes, especially classes with 75 percent or more racial-ethnic minority children.

**Table 9.– Percent of public school kindergarten classrooms with English language learners (ELL) and their characteristics by minority enrollment.**

| Student characteristics | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| **Classes with ELL (%)** | 64 | 36 | 52 | 61 | 71 | 78 |
| **Mean number of ELL in class** | 5 | 1 | 2 | 3 | 5 | 10 |
| **Mean number of kindergartners receiving ESL instruction** | | | | | | |
| No ESL instruction in school | 2 | 0 | 3 | 0 | 3 | 4 |
| ESL instruction within regular class | 3 | 0 | 1 | 1 | 2 | 8 |
| ESL instruction outside reg. class | 1 | 0 | 0 | 1 | 2 | 1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- Approximately one out of three classrooms with less than ten percent racial-ethnic minority enrollment had at least one English language learner (ELL), while approximately three out of four classrooms with 75 percent or more racial-ethnic minority enrollment had at least one ELL (table 9). Overall, as the concentration of racial-ethnic minority students increases, there is an increase of classes with ELLs.

- The mean number of ELLs in classes increases as the concentration of racial-ethnic minority students increases. For example, classes with 75 percent or more racial-ethnic minority children had more LEP children in their class compared to any of the other types of classes, while classes with less than ten percent racial-ethnic minority enrollment had a smaller mean number of LEP students compared classes with 25 percent or more racial-ethnic minority composition.

- More students in classrooms with 75 percent or more racial-ethnic minority students receive ESL services in their regular classrooms compared to classrooms with less than 75 percent racial-ethnic minority enrollment.

*What is the proportion of time kindergarten teachers spend in teacher-directed and child-selected activities?*
*What proportion of the time do teachers spend in various grouping arrangements for instruction?*

**Table 10.–Proportion of time spent on different types of instructional activities in a typical day in classrooms by minority enrollment**

| Characteristic | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| Teacher-directed whole group activities | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| Teacher-directed small group activities | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| Teacher-directed individual activities | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |
| Child-selected activities | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |

NOTE: Teachers may have reported an overlap in time, due to the fact that more than one grouping activity could be taking place in the classroom simultaneously. Percentages may not add to 100 because of rounding, and details may not add to totals because of rounding for weighted estimates.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- In general, classrooms spend different proportions of time in teacher-directed and child-selected activities. Although, the highest proportion of the class day is spent in teacher directed activities (i.e., teacher directed whole-group, teacher directed small-group, and teacher directed individual activities) (table 10), a higher proportion or equal proportion of time is spent in small group and individual group activities altogether. The proportion of time spent on different types of instructional groupings does not vary by the racial-ethnic concentration of the classrooms.

- Classroom activity centers or areas provide children opportunities to explore and learn through a variety of individual activities. Learning centers or areas allow children to choose an activity, explore, and learn independently or in small groups. For example, a science center may include a variety of instruments and manipulatives such as microscope slide samples, magnifying glasses, magnets, or a water/sand table. Children may choose from one or two activities designed by the teachers to explore and learn about a scientific concept by themselves or with another child. The ECLS-K teacher questionnaire asked kindergarten teachers to identify the types of centers and areas available to the children in their classrooms.

**Table 11.–Percent of public school kindergarten classrooms with activity centers in classrooms by minority enrollment**

| Activity center/area | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| **Reading/writing/listening areas** | | | | | | |
| No such area | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 interest area | 1 | 0 | 1 | 1 | 0 | 1 |
| 2 interest areas | 5 | 6 | 5 | 6 | 5 | 6 |
| 3 interest areas | 22 | 26 | 22 | 14 | 26 | 24 |
| 4 interest areas | 71 | 68 | 73 | 78 | 68 | 70 |
| **Math and puzzle areas** | | | | | | |
| No such area | 0 | 0 | 0 | 0 | 0 | 1 |
| 1 such area | 4 | 7 | 1 | 2 | 5 | 3 |
| 2 such areas | 96 | 93 | 99 | 98 | 95 | 97 |
| **Water/sand tables, science and nature area** | | | | | | |
| No such area | 21 | 23 | 20 | 14 | 19 | 27 |
| 1 such area | 42 | 40 | 38 | 41 | 43 | 47 |
| 2 such areas | 37 | 37 | 43 | 46 | 38 | 26 |
| **Computer area** | 87 | 89 | 86 | 89 | 92 | 83 |
| **Drama and art area** | | | | | | |
| No such area | 3 | 2 | 1 | 1 | 4 | 5 |
| 1 such area | 16 | 16 | 13 | 14 | 15 | 22 |
| 2 such areas | 81 | 82 | 86 | 85 | 81 | 73 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- Regardless of the proportion of racial-ethnic minority children enrolled in the classroom, almost all of the classrooms have activity centers/areas (table 11). With the exception of science centers, almost all classrooms have multiple reading, math, and drama/art centers. The majority of kindergarten classrooms have computer areas.

- The majority of classrooms have 2 math centers. Less than 10 percent of all kindergarten classrooms, have only one math center. Classrooms with less than 10 percent minority children were more likely have only one math area compared with classrooms with 10 to 24 percent and 25 to 49 percent minority children.

*What types of transition-to-school activities are practiced in public school kindergarten classrooms?*

**Table 12.–Percent of public school kindergarten classrooms with various types of transition-to-kindergarten activities by minority enrollment**

| Characteristic | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| **Transition activity** | | | | | | |
| Send information home about kindergarten program | 88 | 96 | 93 | 88 | 89 | 76 |
| Preschoolers spend time in kindergarten classroom | 44 | 54 | 52 | 39 | 39 | 32 |
| School days shortened | 14 | 14 | 14 | 13 | 14 | 17 |
| Parent and children visit kindergarten before school year start | 79 | 90 | 88 | 86 | 81 | 53 |
| Teachers visit homes of children | 4 | 5 | 4 | 4 | 2 | 3 |
| Parents come to school orientation | 77 | 89 | 87 | 81 | 77 | 54 |
| Other transition activities | 63 | 74 | 71 | 64 | 56 | 41 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- The most common transition activity practiced is sending information home about the kindergarten program (table 12). The least common transition activities reported by kindergarten teachers is visiting the homes of incoming kindergartners and having shortened school days.

- A smaller percent of classrooms with more than 75 percent minority children have teachers who report sending information home about the kindergarten program, having parents and children visiting kindergarten before school starts, having parents come to school orientation and having other types of transition activities than classrooms with lower concentrations of racial-ethnic minority children. For example, seventy-six percent of classrooms with 75 percent or more minority children send information home compared to classrooms with fewer minority children (96 percent, 93 percent, 88 percent, and 89 percent, respectively).

- Classrooms with more than 75 percent racial-ethnic minority children are less likely to have parents and children visit kindergarten before school starts compared with classrooms with lower proportions of minority children. These classrooms are also less likely to report other types of transitional activities.

*What are the demographic and educational backgrounds of public school kindergarten teachers? How do these teacher characteristics differ across classrooms with different concentrations of racial-ethnic minority children?*

**Table 13.– Percent distribution of public school kindergarten teachers by are, race-ethnicity by percent minority enrollment.**

| Teacher characteristic | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| **Age of teacher** | | | | | | |
| Less than 30 | 18 | 15 | 17 | 17 | 22 | 21 |
| 30 to 39 years | 24 | 23 | 23 | 24 | 22 | 27 |
| 40 to 49 years | 33 | 35 | 38 | 34 | 28 | 31 |
| 50 to 59 years | 22 | 25 | 20 | 21 | 26 | 19 |
| 60 years and over | 3 | 2 | 2 | 5 | 3 | 2 |
| **Teacher race- ethnicity** | | | | | | |
| Hispanic | 7 | 0 | 2 | 3 | 7 | 22 |
| White non-Hispanic | 83 | 99 | 95 | 91 | 83 | 53 |
| Black non-Hispanic | 6 | 0 | 2 | 5 | 6 | 18 |
| Other non-Hispanic | 3 | 0 | 1 | 2 | 3 | 7 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- The average age of public school kindergarten teachers is about 41 years old (not shown in table). The distribution of age across kindergarten classrooms is similar for teachers regardless of the concentration of racial-ethnic minority children (table 13).

- The majority of kindergarten classrooms have teachers who are white, non-Hispanic.

- As the proportion of racial-ethnic minority children in the classroom increases, the percent of classroom teachers who are white, non-Hispanic decreases (table 13).

- Classrooms with the highest proportion of minority children are more likely to have a teacher who is a racial-ethnic minority than classrooms with lower proportions of minority children. As the proportion of racial-ethnic minority children in the classroom increases so does the probability that, the teacher will be a member of a racial-ethnic minority group. For example, classrooms with Hispanic teachers are more likely to be teaching in classrooms with more than 75 percent enrolled minorities than in classrooms with fewer minorities. Classrooms with more than 75 percent minority children are more likely to have black, non-Hispanic teachers than classrooms with lower proportions of minority children.

**Table 14.–Percent of public school kindergarten teachers with different educational qualifications by percent minority enrollment**

| Teacher characteristic | Total % | Percent minority children in classroom | | | | |
|---|---|---|---|---|---|---|
| | | Less than 10 percent | 10 to 24 percent | 25 to 49 percent | 50 to 74 percent | More than 75 percent |
| **Highest Education** | | | | | | |
| Bachelor's degree | 61 | 60 | 56 | 61 | 58 | 67 |
| Master's degree | 32 | 32 | 37 | 33 | 35 | 28 |
| Education specialist and higher | 7 | 8 | 6 | 7 | 7 | 5 |
| **Type of certification** | | | | | | |
| Temporary, provisional | 10 | 7 | 8 | 8 | 10 | 14 |
| Completion, alternative program | 1 | 0 | 1 | 0 | 0 | 4 |
| Regular, but less than highest | 21 | 23 | 22 | 15 | 24 | 21 |
| Highest available (permanent, etc.) | 68 | 69 | 69 | 76 | 66 | 61 |
| **Area of certification** | | | | | | |
| Elementary education | 89 | 93 | 87 | 90 | 84 | 89 |
| Early childhood | 54 | 47 | 61 | 64 | 51 | 49 |
| Other certification | 29 | 26 | 32 | 33 | 30 | 28 |
| No certificate at all | 2 | 2 | 3 | 1 | 2 | 3 |
| **Course work** | | | | | | |
| Early education courses | 92 | 89 | 95 | 94 | 93 | 89 |
| Elementary education | 98 | 99 | 99 | 97 | 97 | 98 |
| Special education | 75 | 77 | 78 | 71 | 74 | 72 |
| English as a second language | 26 | 9 | 18 | 26 | 32 | 49 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study – Kindergarten Class of 1998-1999, Fall 1998 Teacher Component.

- Most public school kindergarten classrooms have teachers who have completed a bachelor's degree. Between 28 to 37 percent of the classrooms have teachers who have earned master's degrees and less than 10 percent of the classrooms have teachers who hold post-master's degrees such as a doctorate or an education specialist degree (table 14).

- Almost all public school kindergarten classrooms have teachers who hold some type of teaching certificate. Classrooms with the highest percent of minority children have teachers who were more likely to have temporary or provisional certificates than the teachers in classrooms with lower percents of minority children. Classrooms with 25 to 49 percent racial-ethnic minority children were more likely to have teachers with the highest form of certification available than teachers of classrooms with more than 75 percent minority children (76 percent vs. 61 percent, respectively).

- Large proportions of public school kindergarten teachers have elementary education certificates. Classrooms with less than 10 percent racial-ethnic minority children were less likely than classrooms with 10 to 24 percent minority children and 25 to 49

percent minority children to have teachers who are certified in early childhood (47 percent vs. 61 percent and 64 percent, respectively). Moreover, classrooms with 50 to 74 percent minority are more likely to have teachers who are certified in early childhood than classrooms with more than 75 percent minority (51 percent vs. 49 percent, respectively). Although a minority of the classrooms have teachers who do not have any type of teaching certificate, a higher proportion of classrooms with more than 75 percent minority enrollment have teachers who do not have any type of certificate compared with classrooms with 25 to 49 percent minority enrollment (3 percent vs. 1 percent, respectively).

- The majority of kindergarten classrooms have teachers who have completed at least one college course in early childhood education, elementary education, child development, special education, and subject matter teaching methods. About 26 percent of all classrooms have teachers who have completed college courses in English as a Second Language. Almost half of the classrooms with more than 75 percent racial-ethnic minority children, have teachers who have at least one college course in teaching English as a Second Language compared with the other classrooms with lower proportions of racial-ethnic minorities enrolled.